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School Activities

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VOL. XXII, No. 7

March, 1951

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 50 cents. \$3.50 per year.

Entered as second class matter, December 1, 1930 at the post office at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It



Here is an uncopyrighted editorial that should go into your school newspaper: If you are dumb enough to believe that you can win on a punchboard, read this illustrated feature article in Collier's magazine for February 10, 1951—"The Punchboard Racket," by Gordon Schendel. If you are smart enough to know that you cannot win, read the article anyway. You will find it in your library. May we repeat, this editorial should go into your school newspaper — and this article should go into your library.

According to the census bureau, there are four times as many high school students now working after school as there were in 1940. And undoubtedly, this number will continue to increase. If any other justification for a regularly scheduled activity period is needed, this is it.

One of the cover pictures of our April, 1949, number showed M. Frieda Koontz, Secretary of the Virginia Cooperative Association, receiving a \$500 silver service gift from the student members of this organization. Miss Koontz passed away last March. Recently, the Virginia Congress of Parents and Teachers established the M. Frieda Koontz Scholarship. A beautiful tribute to the memory of a magnificent friend of boys and girls.

When in doubt or in disagreement, or when you want to divert attention from the point at issue — smear. A Hollywood movie company recently announced its plans for a new picture designed to expose college fraternities' fostering segregation, intolerance, and snobbishness. The Interfraternity Research and Advisory Council immediately claimed the film was "inspired by Communists." NUTS

Last November in Cincinnati the senior and junior high school officers were given a special course in the technical duties of their offices by the parliamentarian of the National Federation of Business and Professional Women's Clubs. Undoubtedly, it

was most profitable. Although you may not have such a distinguished instructor available, you do have teachers who could organize and conduct such a course. And you have a place, the time, the students, and the need. Looks to us like it's your move!

School Activities needs more articles on failures of extra-curricular activities. We know that folks dislike to admit and describe their failures, but, at the same time, we know that such descriptions, if they included the reasons, could be capitalized by others towards successes. Such descriptions may not be positively constructive, but surely they can be negatively constructive. So —

And while we are in the requesting mood, may we suggest that we need articles on class organization, noon-hour activities, Senior Guides, pre-entrance orientation of freshmen, scholarship and loan funds, alumni association, camping and evaluation.

The above suggestion indicates one organization which few schools have—an alumni association. This association is indispensable to the college, and similarly, it should be indispensable to the secondary school. We know the "arguments" against it—lack of time to develop and maintain it; danger of its meddling in school affairs; and the school, unlike the college, does not need to attract students, athletics and financial support. These reasons are not convincing, when compared to the arguments for such an organization: the possibilities of helpful promotions of scholarship, loan, and service funds; campaigns for school improvement; collections of books, pictures, statuary, and other materials and equipment; and the support of worth-while school interests and activities. The annual dinner is not only a fine social occasion but, if wisely directed, can also be capitalized profitably. Such an association is not limited to graduates but includes all former students of the school.

School Activities and the Social Recluse

A fairy named Frizzle,
Who lived in a tree,
Set foot on the grass
But occasionally.
He lived in a tree top
Quietly snug,
And never once spoke
To a bird or a bug.
A fairy named Frizzle
Got sick once and died;
And nobody knew it,
And nobody cried.

THE writer of the foregoing wise little sermon was herself a social recluse whistling in the dark. She had an extraordinary intellect but had never found any place in which to excel outside of books. She even took refuge in her books, because it was the only way she knew how to succeed and be *it*. She made very high grades in the curriculum, consequently.

The president of a California college once said that he would not employ on his faculty anybody with a straight-A college record. He probably overstepped himself by the statement, since high scholarship is not to be deprecated. But certainly if somebody has nothing to commend him except a high scholastic average, his name is Ichabod. Anybody who succeeds in the school curriculum, but cannot succeed in the campus activities, is unfit for a college faculty.

It should not be surprising to learn that the recluse who created "Frizzle" often threatened suicide. Another recluse, who executed his suicidal intentions, has been perfectly described by a Kansas Editor:¹

Warde, a young man of twenty-six, several times in and out of mental hospitals, went through a suicide ceremony in which he stood for eleven hours on the ledge of the seventeenth floor of a hotel before jumping to his death. In plain language, Warde was crazy. He'd been suffering from a suicide complex for years, having made numerous attempts to end his existence, and then gave a full expression to his frustrated personality by leaping to his death before a big audience. During these hours, Warde sipped the sweet heady wine of importance, something life had withheld from him. It was worth dying for such a send-off. Police begging him to desist, a priest praying for him

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from a nearby window, tens of thousands of people—many of them frustrated Wardes—watching, scores of reporters, newspaper extras being sold in the streets below while he was trying to make up his mind to throw himself to the street, photographers all set to catch the last, dramatic moment, newsreel cameramen—it was all made to order for Warde's defeated ego. When he had taken all the stimulation he could get from the scene—eleven hours of it—he went over. He thought it was worth it.

The case of Warde was one of an obvious lunatic; the case of the creator of "Frizzle" was one of a less pathological character. But in each instance the underlying factor was the same: each recluse had been denied a feeling of importance. Such is the case of every social recluse. Not every recluse is insane, to be sure, or even bordering on insanity. But every recluse has bad mental hygiene. His mental hygiene is bad to the extent that he is a recluse. The remedy for the bad mental hygiene of seclusiveness is some means for assertion in activities which society approves and applauds.

So long as the school's so-called curriculum and extra-curricular activities of a school are differentiated from one another, the latter will provide infinitely greater possibilities for self-realization than the former. Success in the curriculum is neither a crime nor a disgrace, but success in it at the expense of success in allied activities is hardly a virtue. Certainly, failure to succeed in some worthy school activity is a tragedy.

Morbid seclusiveness is the beginning symptom of dementia praecox. Not every adolescent who grows seclusive is an incipient dement, but every victim of dementia began as a seclusive adolescent. Surveys of inmates of insane asylums reveal many cases which could have been saved from complete collapse by the mental therapy of legitimate assertion.

It is not the dement, or incipient dement, who are the school's chief problem

¹ E. Haldeman-Julius, *The American Freeman*, November, 1938, page 2.

in this regard, however. At worst, such cases constitute only a small proportion of the total high-school population. It is the minor mental morbidities, instead of the major ones, which need first and most attention. They are a problem in every school.

People are not born to become either retiring or aggressive, but, by the character of our environment, more grow to become retiring than grow to become aggressive. Even some of the overly aggressive become so only as a means for covering up or compensating for their consciously or subconsciously recognized littleness.

Every teacher should be vigilant to de-

tect ways in which his pupils are endowed to shine in school activities. Then, after discovering talent, teachers should encourage pupils to engage in activities in which they can give their talents expression. At the same time, the school should broaden its array of activities to provide expression for every pupil's talents and legitimate interests. "The race should be to the swift" in any school activity, but "races" should be provided to include all pupils. It is school activities which must salvage—and prevent the occurrence of—victims of seclusiveness. Social recluses will grow progressively fewer and less morbid as school activities expand to include all pupils.

Increasing Interest and Participation in Activities

LACK of general interest and participation in school activities is a problem which exists in many secondary schools. Since the potential contributions of activities to the attainment of educational objectives are well recognized, this problem should be the rightful concern of those charged with the responsibilities of leadership in this area. The following specific suggestions relate to ways and means whereby the apathy on the part of large numbers of students toward activities may be overcome. They are directed to both students and faculty, since ideally such problems should be attached jointly and cooperatively by both groups.

(1) The activity program should be examined critically to ascertain if it is meeting the interests and needs of all the students or of just a favored few. The use of a carefully-developed pupil poll can furnish valuable information relative to pupil opinions and interests and can thus provide clues to desirable changes in the opportunities offered by the current program. Many schools will find that by broadening the scope of activities available at school parties, student participation will be increased. In all too many schools, the social program is devoted largely to dancing. A wide variety of games planned in conjunction with dances, and such socializing activities as swimming parties,

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picnics, and carnivals will broaden the scope of the school's program and thereby encourage wider participation.

The interscholastic athletic program offers many relatively undeveloped opportunities for all-student activities. An athletic contest provides an excellent setting for performances by bands and other music groups. The establishment of marching units makes possible the participation of a large number of girls who often seem discriminated against in the overall activity program. And too, the planned organization of the "cheering section" provides an excellent opportunity for the establishment of desirable audience attitudes and for giving every member of the student body that feeling of "belonging" so essential for sound mental and emotional health.

The student poll referred to above can serve as a useful instrument for evaluating the club program. Have some clubs outlived their usefulness, and is there a need for the establishment of some new organizations? Up-to-date information concerning the interests and needs of the current student body is essential in order to secure valid answers to these questions.

Every school should be familiar with the interests and hobbies of the members of its faculty. Such information provides invaluable clues to possible clubs. Oftentimes a faculty member will welcome with great enthusiasm the opportunity to share his interests with students. This opportunity quite likely will at the same time increase the faculty member's effectiveness as a teacher by providing variety in his day-to-day school program. In many cases such adult leadership will stimulate and develop interests which may remain with students throughout their lives.

(2) Every member of the student body should have the opportunity to assume in the school activity program some role involving responsibility. Membership on committees of various kinds (committees on safety, welfare, trophies, rallies, orientation of new students, welcoming of visitors, and care of school property are but a few examples which can be utilized with good results) provides an excellent means of enlisting the efforts of many pupils in worthwhile activity. Just as in adult society, there are many able individuals within a student body who either do not seek elective officers or who are not successful in being elected to them. Their potential contributions to the success of school activities should not be overlooked. One's interest in an organization is usually increased if he has something specific for which he is responsible.

This principle applies to groups just as it does to individuals. It is desirable that every organization within the student body be responsible for at least one project during the course of the year. In some schools, each group assumes the responsibility for one assembly program each year. This plan has additional advantages in that it gives a large number of pupils an opportunity to perform before a group, and decreases the need of resorting to commercial and other "outside" groups for suitable assembly programs.

A technique which is helpful in scheduling activities is that of utilizing a calendar of school events. Ideally, this calendar should be outlined prior to the start of the school term. Dates for athletic contests and other activities over whose scheduling the school does not have control may be placed on the calendar first. Dates for other activities (plays, concerts, social events, assemblies, etc.) may be assigned in such a way that a balanced program is achieved.

Advance planning can do much to eliminate the bunching-up of activities in the spring months—a condition which many schools face prior to the close of school each year. The time at which the calendar is considered is the logical time to suggest activities for which various school organizations might be responsible.

(3) There should be developed on the part of all students the feeling that the student council *really* represents them. Student council meetings should be held regularly (a weekly luncheon meeting has been found successful in many schools), and the business transacted should include matters of importance to the school as a whole. It is desirable that the student body members be welcome to visit council meetings. Although visitors would not hold voting power, they well might have the privilege of participating in discussion.

The student body also has the right to be informed concerning all actions taken by the council, whether or not such actions require a student body vote prior to approval. Many schools employ the practice of posting copies of the student council minutes in addition to the reading of such minutes at student body meetings.

(4) It is important that recognition for achievement and service, in terms particularly of awards and school news articles, avoid over-emphasis on some activities and neglect of others. Studies have shown that athletics generally receive a major share of the newspaper space devoted to the schools. There are serious implications here for the school which is aware of the importance of recognition for *any* work well done. In many schools, too, the most prominent, impressive, and esteemed award is that which goes to the athlete. While not discounting the value of a well-organized athletic program in the school, the plea here is for a more equitable balance. A step in the right direction, either as a replacement for or supplement to the usual athletic awards, is that of developing a system of awarding points for satisfactory participation in any school activity. The earning of a prescribed number of points would then entitle the pupil to some type of all-school award—possibly in the form of a pin bearing the initial of the school. This plan, emphasizing as it does, in a way which is meaningful to pupils, *all* worthwhile participation, should greatly strengthen the activity program

(Continued on page 239)

Preparing Teachers to Sponsor English Activities

The problem. The ability of a beginning teacher to sponsor pupil activities in public secondary schools often has been an important factor in his professional employment, retention, and promotion. Therefore, a study was undertaken to secure information about teachers in an effort to formulate a program for the professional preparation of beginning teachers to sponsor pupil activities.¹ This article summarizes, from the study, only those findings and implications applicable to sponsors of English activities.

For purposes of this investigation, beginning teachers were defined as teachers who did not have more than two years of teaching experience. Providing information for this study were 323 beginning teachers who were representative of those employed in secondary schools of New Jersey during the spring of 1949. These teachers worked in 166 schools which enrolled from 97 to 2042 pupils. The median enrollment of these schools was 656. Of the 323 beginning teachers, nineteen men and forty-three women were classified as sponsors of English activities. These sixty-two teachers sponsored school publications, coached plays, directed several assemblies, coached debating, or supervised other activities closely related to the field of English.

I. INFORMATION ABOUT SPONSORS

Sponsors of English activities had practically no responsibility for physical or music activities. One of the nineteen men helped with a sport. One of the forty-three women directed a musical activity. About half of the sponsors of English activities were in charge of civic, social, or club activities. On the other hand, these sponsors supervised thirty-four of the thirty-seven publications reported by the beginning teachers surveyed, less than half of the reported assemblies, and forty-five of the reported sixty-one dramatic and other English activities.

Homerooms were sponsored by 175 of the 323 beginning teachers (54.1%) who participated in this survey. Sponsors of English activities were in charge of proportionately more homerooms (66.1%)

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than were beginning teachers. They did not tend to be relieved of homerooms as did teachers who sponsored physical or music activities.

In 1937, Smith surveyed the activity assignments of academic teachers employed in New Jersey.² In 1949 the study herein reported collected information about beginning teachers in the same state. In both instances about the same percentage of inexperienced or beginning teachers coached dramatics and publications. Debating as a separate activity was listed less frequently in 1949 but radio programs provided opportunities for speech activity.

Duties performed by Sponsors. Sponsors of school newspapers, yearbooks, or journalism clubs reported these duties or skills were frequently performed in connection with their activities. As literary skills, the sponsors listed editing stories, training writers, reading proof, teaching make-up of the publication, and motivating students to write. Business duties included supervision of the budget, direction of the sales program, typing stories, or "business" in general. Other responsibilities mentioned were supervision of all phases of staff work on the publication, advising the staff, formulating policies, scheduling the work, and making awards.

Dramatic coaches and sponsors of dramatic clubs listed most frequently stagecraft duties and direction of the play cast. Face make-up was a close second. Also mentioned were costuming, choosing a play, keeping order back stage and miscellaneous business details (advertising and tickets).

Sponsors of debating squads said they needed to supervise the writing of speeches by pupils, to coach their delivery, and to evaluate the finished product. For radio programs, scripts had to be prepared and often rewritten. Also pupils needed coaching previous to the broadcast as well

as transportation to and from the radio station.

One caution should be inserted here to indicate that this information on duties is incomplete because of the small number of cases involved. However, these duties and skills may be suggestive to others who wish to make more detailed study than the limitations of this present investigation allowed.

Preparation reported by sponsors. Sponsors of English activities reported that during their own student days in high school they took part in English activities only slightly in excess of the average of all beginning teachers. These sponsors tended to take part in fewer physical activities when compared with other teachers. Women classified as sponsors of English activities participated in music activities more frequently than did the men.

Each of the women sponsors of English activities indicated that in college she took part in English activities about twice as often as reported by other beginning teachers. Only eleven of the nineteen men who supervised English activities as beginning teachers listed any college participation in English activities. As a group, these men and women did not show a marked interest in English activities while they were students in college. This condition seems to suggest that (a) some beginning teachers were assigned to sponsor activities without regard to their limited, or non-existent, experience in similar activities, and/or (b) college personnel was not effective in promoting the participation of prospective teachers in publications, dramatics, or forensics.

Certification of these sponsors. Two thirds of the sponsors of publications were certified in English as were one third of the teachers who directed assemblies. About half the teachers who helped with dramatics had a major (thirty semester hours of credit) or a minor (eighteen semester hours) in college English. Almost as many others were prepared for their assignments either by observation or by participation in dramatics. Practically all of the sponsors of forensics were certified in English. Eight ninths of the male sponsors of English activities mentioned that they were certified in English. About as many were certified in social studies. According to their re-

ports these men taught either English or social studies. About two thirds of the women reported certification in English; less than half, in social studies. However, these women taught mathematics or social studies more frequently than English. Evidently these sponsors of English activities recognized some weaknesses in their preparation because they expressed desires for college courses in high school journalism, assemblies, or school clubs. Beginning teachers certified in English or social studies were not necessarily the ones called upon to sponsor publications, dramatics, or forensics; about half of the beginning teachers who majored in English were sponsors of English activities.

II. COLLEGE PROGRAMS

In order to supplement the information secured from beginning teachers, a survey was made of the program which certain colleges and universities provided for the professional preparation of activity sponsors. Twenty-five institutions were selected for study because each awarded five or more degrees to graduates who were employed as beginning teachers in the public secondary schools of New Jersey. All of these colleges and universities were located in New Jersey and the two neighboring states, New York and Pennsylvania. Nine of these institutions are state teachers colleges; seven are universities; and nine are other colleges. By means of interviews and questionnaires, information was secured from twenty-two of the twenty-five institutions selected.

Dramatics. Courses in "Dramatics" or "Dramatic Arts" were listed in the catalog of fifteen of the twenty-two colleges and universities. In another study, it was found that thirty-six of forty-four state universities provided preparation in dramatics.³

One university offered more than one hundred semester hours of credit in several dozen courses in dramatics! Another listed more than a dozen courses which one might take for a total of more than fifty hours of credit. Eight college catalogs did not mention any courses in dramatics. Six courses were listed by each of the two Pennsylvania state teachers colleges included in this investigation. One college course was entitled "Theatre Arts"; it emphasized designing and painting scenery, lighting, and costuming.

Other institutions reported from one to four courses in dramatics; the mode was one.

Play production was the dramatics course offered most frequently by the colleges studied. It was listed in the catalogs of eleven colleges and universities. "Acting" was listed by five colleges; "Stagecraft" by five; "Directing" by three; "Contemporary Drama" by three; "Community Dramatics and Pageantry", "Costuming and Make-up", "Creative Dramatics", and "History of Dramatic Art" each by two colleges. Students majoring in speech and English at another college were responsible for a full evening program in their final semester. This might be a dramatic recital or the production of a play. One university had a professional School of Dramatic Arts which awarded the bachelor's degree.

In each of the twenty-two colleges and universities there were extra-class activities in which interested students might gain experience in solving problems connected with play production. Frequently catalogs mentioned opportunities not only for acting but also for building sets, making costumes, and experimenting with make-up and lighting. At one university, undergraduate play writing was encouraged through the annual one-act play competition. Opportunity to direct plays was also provided on that campus under the Director of Dramatics. At another college an undergraduate club sponsored an annual Drama Day at which high-school dramatic groups presented their work for professional criticism.

The evidence presented in the preceding paragraphs seems to indicate that in the institutions studied there was more opportunity to participate in a great variety of dramatic arts than to receive formal instruction. All twenty-two colleges and universities provided for student dramatic activities but only fourteen of the twenty-two colleges and universities offered formal courses carrying graduation credit. It seems reasonable that every college which prepares majors in English for high-school teaching should offer at least one basic course in play production.

Public speaking. At least one course in public speaking was offered by all but one of the twenty-two colleges included in this survey. The catalogs disclosed that each

of seven institutions offered more than a dozen semester hours in this field. The most popular title for these courses was "Public Speaking"; other titles listed were "Voice and Diction", "Fundamentals of Speech", "Argumentation and Debate", and "Oral Reading". One college reported a course entitled "Workshop in Speech Activities", the purpose of which was to prepare students to organize and conduct assembly programs, PTA demonstrations, and similar activities.

Although all colleges and universities may provide a great variety of speech activities, the contents of all bulletins and the responses to the questionnaires did not mention them. Eighteen of the twenty-two institutions listed debating societies, forums, chapel-or-assembly-participation, radio programs, and miscellaneous speech activities. Thirteen colleges reported debating societies, debating teams, or forensic clubs. Seven colleges indicated that students participated in chapel exercises, assemblies, or convocations. Three colleges had student-operated radio stations; three others reported regular radio programs on commercial stations. Other speech activities included television shows, Freshmen-Week programs, and meetings of hundred-year-old literary societies.

According to this evidence, public-speaking opportunities seemed to exist in formal college courses more frequently than in campus activities. Apparently most prospective teachers who majored in English or social studies had opportunities to take courses in public speaking, but beginning teachers did not often list such courses as helpful in sponsoring activities.

Journalism. Thirteen of the twenty-two institutions offered courses in journalism. Eight of these colleges listed courses for which only two to ten semester

(Continued on page 237)

FOOTNOTES:

1 William S. Sterner, "Preparation of Sponsors of Pupil Activities in Secondary Schools: A Program Based on Experience of Beginning Teachers in New Jersey Public High Schools". Unpublished Doctor's dissertation, Rutgers University, the State University of New Jersey, New Brunswick, 1950.

2 W.Scott Smith, "The Placement of Inexperienced Teachers in New Jersey High Schools in Relation to Their Academic Preparation." Unpublished Doctor's dissertation, New York University, New York City, 1937. p. 211.

3 John U. Michaelis, "An Overview of Current Practices in the Teacher Education Programs of State Universities". Unpublished manuscript, School of Education, University of California, Berkeley, California, May, 1948. p. 7.

Improving Human Relations through a Pupil-Activity Program

BOYS and girls between the ages of twelve and twenty one are experiencing all the inner and outer strains of growing up. There are many adjustments such as his changing body, new desires, a constantly changing environment. The adolescent becomes aware of his relationship to society. Human relations play a most important part in the emotional and social development of youth and it is this phase of development that we need to consider as the complexity of living increases.

"Pupil-activity" for purposes of this discussion is used in place of extra-curricular or any other. The reason for the use of the term is to emphasize the fact that the activity centers around the pupil, not the teacher. The teacher becomes but a guiding force, a consultant, as the pupil plans, executes, and realizes outcomes.

In the emphasis of human relations, some of the objectives are:

1. To develop emotional maturity through all phases of the activity program
2. To develop insights such as drive of emotions; learning from emotional experience; needless worry, etc.
3. To develop interests through the activity program
4. To develop skills and abilities to
 - a. make decisions
 - b. assume responsibilities
 - c. lose gracefully and win modestly
 - d. keep on an even keel emotionally

Outcomes of a program that we might term desirable in the education of youth are:

1. Building of character and personality
2. Development of interest and from interest, effort
3. Social experiences—to get along well with people
4. Democratic experiences—citizenship
5. Workings of a group through group planning
6. Skills and abilities in varied fields
7. A sense of security

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The pupil activity program is ideal to develop human relations because of the many direct applications to life situations. The learning process becomes most effective because of real, rather than hypothetical, situations that come about in the process of planning of a project by a group of boys and girls engaged in a real-interest activity.

What makes the pupil activity an excellent medium for development of human relations?

1. Offerings in pupil-activity programs are varied. They include a wide-range of experiences, especially social and emotional academic, music, social, interest areas.
2. The activity varies greatly within a given area, which avoids monotony, creates interest, and involves good learning principles. For example, in dramatics, the varied experiences include such things as memory work, stage settings, costumes, voice, public appearance, ticket selling, arranging schedules. This is in direct contrast to a subject in the traditional teaching manner, where there is little variety of activities.
3. The selection of activities is a pupil's choice rather than something required.
4. Pupil activities are pleasant, therefore create and produce satisfaction within a pupil.
5. Pupil activities involve the principle of learning by doing.
6. Activities tend to come in natural units. The pupil has a sense of logically going through a project to a completion of a unit without confusion and frustration—
of knowing why, if, and how.
Each dramatic performance is a unit.
Each school paper is a unit.

Each football game is a unit.

7. Awards and rewards are immediate and appropriate—

Reward of applause to a player or a team,

Audience reaction to a play

Satisfaction of appearing in a debate or concert.

8. Pupil activities are highly socialized. Pupils work together, coordinate efforts as in dramatics, music, athletic teams.

9. Pupil activities are conducted in a democratic manner.

Rewards often come in proportion to pupil's contribution.

Ability is recognized more easily, and there is opportunity to break down prejudices.

10. Pupil activities furnish opportunity for both leadership and followership. It is developed in a normal, sound way and accepted by the group.

11. Pupil activities carry over into recreational and avocational fields—

Journalism, music, sports

12. Pupil activities provide an excellent medium to contact the community—

Publications, music

13. Pupil activities provide for warm human contact between pupil and teacher,

School and home

School and community.

Three steps should be considered in the development of this program. The most important of these is the attitude of a school faculty. This is not an easy task and demands planning and direction. Many teachers in our schools hold to the idea that their work is to teach a subject, and, they are not much interested in the matter of human relations, personality, and character development, on the premise that these factors are the responsibility of the home and church. However, the school is a public agency and should endeavor to play its part in meeting the needs that exist. Much can be accomplished by having faculty meetings with teacher committees presenting the problems, followed by discussion.

An excellent in-service training program can be developed with consultants coming to the group to present topics such as the Psychology of the Adolescent, the Pupil Activity Program, A Human Relations Program for Schools, and similar

topics.

The second step in selling a Pupil Activity program to the community is through a presentation to the P. T. A. by a faculty group, and also by having leaders in the field come to community groups. Demonstration of groups in action to parents and patrons of a school tend to create an active interest throughout the community. Where Community groups are given an introductory orientation to a program, and members of such groups start asking teachers about human relations and other projects, the teachers become sensitive to such projects and begin evaluating and thinking about them. In this way a community stimulus aids in promoting growth in a school program.

The third step is to recognize the fact that a school program in order to meet the needs of youth must be flexible and must be subject to change. What needs to be added, and is what exists essential? Members of the entire staff must think together in their orientation on organization and changing of a school program. Thought needs to be given (1) to the nature and needs of youth and the community; (2) to the formulation of a philosophy and objective; and (3) to the organization—teaching activities, such as projects, units or problems—and finally there must be a method of continuous development by constant appraisal, re-direction, and further advancement.

In our experience in Newark, we found that instead of six one-hour periods we could better divide the school day into seven fifty minute periods and have a period each day for the so called pupil activity program—on Monday a human relation class period, on Tuesday, Thursday, and Friday, the activity group meetings, and in as far as possible practice good human relations in the activities and on Wednesday, the weekly assembly program. With this arrangement, there is no need to interfere with the regular subject classes.

With emphasis on human relations in the pupil activity program, there is also evidence that a better teacher—pupil understanding is making itself felt in the regular classroom teaching.

There are, of course, many problems that need attention. A few of them are (1) getting traditional teachers in accord

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Life Adjustment Through Microphone Activities

TEACHING force, school building and equipment, supervisors, administrators, and board of education—

all have a primary function to fulfill, the growth and development of the boys and girls. These influences must contribute greatly and must carefully guide the youth under their jurisdiction. This is especially true today, for it is recognized that many who previously would have dropped out at an earlier age are now compelled by school law to remain in school. Furthermore, the enrichment of the curriculum has also resulted in a need for familiarization of more diversified and more extensive materials. Thus, a pressing problem now confronting educational leaders is the necessity to increase the variety of interests and drives in education.

So fundamental and far-reaching are the social changes wrought in this century, and especially in this area, that every institution has been affected directly or indirectly. Since the youth of today are the world-makers of tomorrow, it is the moral and social obligation of all concerned with education not only to help youth recognize the advantages of all points of view, but also to exert every effort to provide a diversity and wide range of motivating interests.

However, many external forces rival the potential influences that the school can extend toward the development of youth in opportunities and possibilities for educational service. The Complexities of modern life frequently affect youth's interests and problems. In fact, our contemporary world is replete with rapid technological and sociological changes. Youth's life-experiences have frequently been affected by contacts with communications such as motion pictures, radio, newspaper, and television. Yet all too often these interests are more concerned with the financial returns from their enterprises than they are with recognized aims of education. Despite periodic bans, self-censorship, or alert action

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on the part of parent groups, sensationalism often dominates those areas that so frequently implant the wrong or improper moral outlooks.

It is therefore imperative that cultural and social desires be met by the school not only in subject-matter classes but also in extra-curricular activities. This is most important in the junior and senior high school, for students are then at the stage of greatest change in adjustment.

Approximately eleven years ago the writer, noticing an increasing student interest in the field of radio, felt that if directed along the proper channels, such enthusiasm might make the school experience of the pupil more zestful. As a result, the formation of the Microphone Club was proposed. Support of the administrators was wholehearted and immediate. They, too, believed that extra-curricular activities would serve effectively as a propelling power for pupils' growth, stimulation, and enjoyment. Moreover, they felt that the organization of a microphone club would satisfactorily meet some of the variety of interest possessed by high school youth.

The activities of the club include the following:

- I Announcing
 - A Basketball games
 - B Dramatic programs
- II Auditioning of all members
- III Broadcasting
- IV Choral reading
- V Direction
 - A Programs of meetings
 - B Assemblies
 - C Plays
- VI Dramatic efforts
 - A Plays
 - B Monologues
 - C Sketches
- VII Evaluation of radio and television programs

- VIII Exchange of ideas, opinions, views, and beliefs
- IX Forum discussions
- X Musical
 - A Individual and group presentations
 - B Original compositions for background
 - C Accompaniment
- XI Parliamentary procedure
- XII Quiz programs of all types
- XIII Recordings
- XIV Script writing
- XV Sound effects
- XVI Technical training in the uses of the public address system
- XVII Trips to radio and television broadcasts

There seems little question that the interests and avenues of expression in the microphone club are so broad that each individual can find something worthwhile and appealing. Thus, the club is able to provide inspiration for creative power, and has become an activity that is giving firsthand information and experience to the pupils. It also leads to a more comprehensive understanding of the problems of today and tomorrow by bringing youth into direct contact with contemporary activities. Membership in this organization often results in the formation of a critical and impartial attitude. By evaluating the merits and demerits of radio and television programs, members become more intelligent listeners. In addition, every member has an opportunity to express himself over the public address system; this has aided in the formation of better speech habits, poise, and initiative.

The club functions primarily upon the principle of self-activity and self-government. Each member has definite tasks and responsibilities to fulfill. Its committees conduct the numerous details connected with the meetings and with the presentation of programs. When original scripts are written, they are read and approved by an editing committee, and then auditioned before a special group of members. The parts are finally cast, and the play is soon rehearsed and produced. Sound effects are handled by one department, and music arranged by another. Since meetings are held regularly on the first and third Monday evenings of each month, the formal authority of the school is absent. Notwithstanding, the adviser

always stand ready to give guidance and supervision.

The scope of the microphone club provides a comprehensive coverage of activities and simultaneously offers unusual opportunities for the full expression of interests and abilities of the pupils in its membership. Fully cognizant of the negative influences that are frequently interwoven with the positive in the field of radio and television broadcasting, the club encourages intensive discussion and study of these areas so that a broad and clear perspective may be gained.

In order to give the members a more thorough understanding of the various aspects of radio and television, the club has had such guest speakers as Paul Brenner, well-known master of ceremonies of "Requestfully Yours" on Station WAAT; James Ryall, Promotion Manager of Station WNJR; Norman Tokar, script writer of the Henry Aldrich program; Mrs. Janet Wood Rice, formerly of WVNJ; and Miss Audrey Fink of Station WOR. Mrs. Rice and Miss Fink were formerly active members of the Microphone Club.

Twice a year chartered bus trips are made from Irvington to New York City to see live broadcasts that include Theatre Guild productions, Carnegie Hall, Dr. Christian, We the People, Quick as a Flash, Harvest of Stars, and Ted Mack's Amateur Hour. These, of course, present the students with real insight and understanding of the numerous phases of production, sound effects, and dramatics.

It must be realized that hard and fast rules can not be set in regard to the formation of such an activity as our Microphone Club, since its make-up depends on the size and type of school and school organization.

If school is a preparation for life, then school and life must be in harmony as much as possible. Many methods, techniques, and tools of education that were satisfactory when initiated still remain, but often they have outlived their usefulness and value. Modern, up-to-date, progressive educational aids have been developed and should supersede the older modes whenever the latter have proved inadequate, inferior, or lacking.

The degree of receptivity of youth to greater and better influence rests largely with educational forces mentioned in the

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Group Theatrical Reading

DECLINE of "elocution" in the high school extra-curriculum has been inevitable and not, on the whole, regrettable. But no form of dramatic reading has arisen to take its place. At Syracuse University, in recent years, experiments have been made with a new form called the "group theatrical reading". It is my purpose here to discuss the production problems of this form, and to submit the group theatrical reading as a valuable supplement to other dramatic activities.

We have produced eight plays in this manner,¹ but since the production problems are similar in each, I will limit myself to a discussion of Sophocles' *Electra*.²

In addition to its obvious merits, there are several reasons why a play like *Electra* is especially adaptable to group reading. First, the play is sufficiently exotic so that an audience is not disturbed by the absence of conventional decor and movement. Second, so little physical activity is called for, that what there is, an unobtrusive narrator can describe without interrupting the pace unduly. Third, the playing time, with no cuts, is about an hour. I doubt that audience interest in a group reading could be sustained much longer than this. Finally, sensitive interpretation of the lines presents the main challenge in such a play. I rehearsed the group for six weeks, and each reading uncovered nuances of meaning which the readers were prepared to find only as their intimacy with the lines steadily increased.

The production problems were, of course, slight as compared with those encountered in staging a play fully. We established all our conventions with a view to keeping the show within the definition of a reading. The set was merely a black cyclorama with gathered strips of blue velvet hung from it at intervals and tacked to the floor: the imaginative could think of the strips as suggesting pillars if they wished. The cast sat on chairs arranged in threes at either side of the stage, against the backdrop and facing the audience. The narrator announced the first entrance of each character; subsequent entrances were obvious enough,

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unheralded. When the entrance of a character was announced, he rose from his chair, took his position in the playing area and began to read. In early rehearsals, it seemed natural for some of the characters to speak on entrance, but we discovered that walking on lines suggested a play rehearsal with scripts rather than a reading, so we avoided it.

Again, the framework of a reading dictated that the performers not look at each other as they spoke. Instead, they read to the audience, turning slightly toward the character they were addressing and gesturing in his direction when the action required gestures.

We eliminated all but one of the stage crosses in the play. That one we had to admit so that two characters who were addressing each other would not be separated by a silent third. All other movement was kept at a minimum. A single step at necessary transitions was all we allowed ourselves.

Toward the end of the play, where Clytemnestra is murdered off stage and cries out, "Oh, loveless rooms alive with death!", and "Son, son, remember your mother!", we considered sending the actress back of the curtain to read her lines. But this would have violated the convention which we had asked the audience to accept. So, at the risk of confusing the spectators, we had Clytemnestra rise from her chair at the death scene, turn slightly away from her audience, read her lines, and sit down. There was no difficulty. The illusion did not suffer in the least, even though the character who was

¹Sophocles' *Electra*, *Antigone*, and *Oedipus at Colonos*, Oscar Wilde's *Salome*, and Morality play, *Everyman*, John Hersey's *Hiroshima*, Goethe's *Faust* and scenes from *Julius Caesar*, *Hamlet*, and *Othello*.

²It is my own belief that high school students are sufficiently matured to perform some of the Greek plays, and it is certain that performing in them would be of great cultural value. Practically any play, however, the action of which is sufficiently limited so that it can be supplied by a narrator, is suitable for group theatrical reading.

supposed to be committing the murder, Orestes, was sitting quietly on the other side of the stage while the scene was taking place.

The chorus of fifteen read their lines, standing in the orchestra at the edge of the stage. Like the actors, they were divided into two groups, seated, when not reading, at either end of the orchestra. The leader of the chorus remained standing in the orchestra throughout the performance. When she had no part in the action, she stood leaning against the stage and watched the play.

I believe the production demonstrated a fairly radical manifestation of the principle that however formal and arbitrary one's conventions are, they do not interfere with the illusion if they remain consistent, and if the lines are read intelli-

gently and with passion.

I am not of the opinion that simplified productions of this sort are as good as, or should supplant, full-scale plays. There are, however, a number of advantages to the group theatrical reading. First, the problem of memorization is disposed of. Second, such a play can be performed in almost any surrounding. Third, the players are not so limited by their physical appearances as they might be if a "realistic" performance were attempted. Finally, the director, freed from the countless details of a full production, may concentrate his attention on coaching his students in intelligent reading of lines, and the acquisition of this skill is probably of greater importance to a student's cultural development than are any other techniques learned from the theatre.

Boys' State for Citizenship and Leadership

I LEARNED more about government during one week here at Boys' State than I did in my whole high school government course," is a frequent remark made by Boys' Staters. While this may be an overstatement, yet it reflects the attitude of a typical boy who has attended one of the Boys' State sessions now found in practically every state of the Union.

Boys' State was first carried out in Illinois in 1935. During the fifteen years that have elapsed, Boys' State has spread to every state and annually enrolls about sixteen thousand boys. The program is sponsored by the American Division of the American Legion. A kindred movement for girls, Girls' State, is sponsored by the American Legion Auxiliary, and practically everything covered in this article with reference to Boys' State also applies to Girls' State. The American Legion is the catalyst behind the Boys' State movement, but many other fraternal, civic and religious organizations cooperate in sponsoring boys for attendance.

Boys' State is a summer camp program, lasting in most instances approximately a week. It is devoted to a "learning by doing" approach to the study of government, particularly at the state level. It is a leadership-training program, designed to bring together outstanding juniors in

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high school, whose citizenship training during the week has two prime objectives:

- a. To receive inspiration and to attain interest in the affairs of government
- b. To receive information and understanding concerning the mechanics of government

A typical Boys' State program provides boys with the opportunity to hear and question officials, from the governor of the state down to county and local officials. It provides for schools of instruction in government. What is learned through the discussions and through the schools of instruction is *immediately* applied through the organization and operation of Boys' State governments at local, county, and state levels.

Extensions of the Boys' State idea have been carried out both upward and downward. Nationally, the American Legion now sponsors Boys' Nation, as the American Legion Auxiliary sponsors Girls' Nation. To Boys' Nation go two outstanding Boys' Staters from each state to carry out a program of activity at the national level

in the same manner that the activities of Boys' State are focused at the state level. At the other extreme, the study of county government has been stimulated, particularly in the state of Nebraska, by a "County Government Day" which is modeled on the Boys' State idea. "City Government Day" has been sporadically carried out in many sections of the country, although in South Dakota a thoroughly organized program is resulting in particularly rapid extension. These activities all follow the Boys' State idea that government can best be taught through actual participation.

At its best, Boys' State is a highly cooperative effort between school and Legion officials. In many states, school officials administer the Boys' State program. In other states, school officials are key figures. Teachers are very frequently used to make up the counseling staff.

Boys' State is admittedly a workshop in democracy for leaders. It recognizes that leadership displayed during high school years will probably be demonstrated by the same individuals as adults. The philosophy of the Boys' State movement is that if our leadership is deeply concerned over our democratic tradition and that if this leadership has acquired the "know-how" of the mechanics of government, an important step has been taken to assure the continuance of our democratic republic.

Does Boys' State get the leaders? A survey in 1946 by the author of South Dakota's Boys' Staters of 1940-41-42 indicated that approximately 85 per cent of these boys went to college. It is true that these figures are somewhat weighted. Over 90 per cent of these boys saw military service in World War II and possibly quite a number are receiving an education through Public Law 346. Yet, the fact that so many of these boys did go to college is in itself a generally accepted mark of quality.

Do Boys' Staters become leaders? Just as Junior Baseball furnishes a great many players in professional baseball, so it is hoped that Boys' State graduates will find their place as leaders in the affairs of their community, state, and nation. Already some of these Boys' State alumni members have become active in local and state affairs. Some have become members of state legislatures. In one state, a

former Boys' Stater who is now in newspaper work, rose to statewide prominence and leadership in a public vs. private power dispute which swept the state. Since Boys' State was founded in most states during the decade of the 1940's, with considerable interruption due to the war, it is somewhat early to measure the actual effect of Boys' State. The author has a survey projected for the South Dakota Boys' Staters referred to above, which will follow their careers further.

Whatever these results will show, Boys' State officials nowhere will assume that Boys' State is the sole contributing factor. Boys' State is not a substitute for classroom study of government. Rather it is a focal point of inspiration, a stimulus, and a challenge. It would be presumptuous to think that Boys' State alone could teach in one week all the facts of government which a citizen needs. It is not presumptuous to suggest that the method of procedure commonly found in Boys' State could be more fully incorporated in schools.

Boys' State is a positive answer to the youth programs of dictators and communists. The emphasis on democracy at every Boys' State is decisive and everywhere immediately apparent. To those who fear indoctrination and blind acceptance of information, it is suggested that a visit to one of the Boys' State sessions is in order. No one who has ever heard Boys' Staters ask penetrating and pointed questions of state officials, or who has seen them skillfully organize political groups or debate party policy will ever feel that Boys' State is blind indoctrination. The boys are too intelligent, too alert, too thoroughly American to be deceived by sham in any form. The emphasis of the whole program is on the positive relationship between the boy and his government. The stress is on the importance of good, active citizenship. To this the boys respond with alacrity.

Boys' State may well go down in history as the greatest contribution to our democratic tradition made by the American Legion. The movement depends upon continued wise leadership. Each year a meeting is called at Indianapolis and attended by leaders of the Boys' State movement in every state. There is no dictation at this meeting by either the American Legion or by the National Boys State Commission.

The meeting serves as a clearinghouse of ideas and for exchange of information. It is heartening to see the attitude of these men, most of them serving with no compensation or in any event with very little. The agenda is one that has been suggested by the men themselves. The concern is

always over how the Boys' State program can be most effectively operated to stimulate interest in good citizenship.

Boys' State needs the friendly support of school people. Wisely administered, it will help provide an enriched citizenry for our schools—and for our nation.

Our Student Council Conference

THE numerous and varied activities of student councils in our high schools are proof of the dynamic activity that characterizes 20th century America and the adolescent years in particular."

This belief was expressed in a letter from the planning committee of a Student Council Conference attended recently by council presidents, advisors and delegates from 30 northeastern Ohio high schools. The letter summarized the committee's plans and repeated the invitation to attend the Conference.

Old Trail School, an independent day school in Akron, Ohio, opened wide the doors of its rambling, English-style building and was hostess (girls only attend its high school division) to students and faculty from both large and small tax-supported schools in Ohio's Summit, Stark and Medina Counties, as well as independent schools from Cuyahoga and Lucas Counties.

Plans laid many weeks in advance guaranteed that the six-hour conference would be more than a gab-fest or community sing, although what would a student meeting be without them!

Old Trail's students and faculty cooperated in carrying out invitations and program arrangements. Questionnaires seeking topics and problems for discussion were distributed to the principals and heads of sixty schools. Students received personal invitations from the president of Old Trail's student council, who acted as chairman for the conference. Faculty members were urged to attend by Old Trail's student council advisor.

The planning committee's letter to all who indicated they would participate outlined conference topics as follows: "As the number of activities in a school increases, the need for adequate organization also grows. Those students who are leaders

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must develop greater skills for their jobs. And above all must be a spirit of democracy at work. Thus we propose four topics: *activities*, *organization*, *leadership* and *morale*." The students and faculty were told to take it from there!

Before they took over, the entire assembly heard Dr. Harry C. McKown discuss what he would do "If I Were a Student Council Member."

Then the three groups—student council presidents, student delegates and council faculty advisors — went behind closed doors. Across conference tables or in informal semi-circles each group launched into discussions of the first two topics, scope of student council *activities* and mechanics of council *organization*. A student discussion chairman presided over each session of the presidents' group and the delegates' meeting, while an adult co-chairman stood by with a dictionary in one hand and Roberts' rules of order in the other.

At noon-time a recess was called, during which lunch was served in Old Trail's dining hall and everyone joined in community singing. Inter-school sports rivalry was forgotten in the revelry of talk and song.

The discussion groups continued in the afternoon, with members giving each school's news and views on the final two topics—*leadership* and *morale*.

The closing session brought everyone attending the conference back to Old Trail's Assembly room to hear reports from the meetings of each of the three groups. The summary of the student council presidents' sessions brought out that they favored classes to train students for leadership as part of their high school

curriculum, but doubt that these will ever replace algebra! They agreed on the merit of parliamentary procedure, but would give it back to the legislators and discuss matters informally on many occasions. It's better to share responsibility of leadership and let the student council delegate jobs than have leadership concentrated among too few students, the council presidents observed.

Community spirit, agreed the presidents, can best be promoted by open student council meetings at least once each year. Generally they do not fear hecklers from the gallery and actually invite "gripe sessions".

If the delegates to the conference, including officers of student councils other than presidents, had their way about activities, schools would include classes in dancing . . . that is, they approved dancing lessons, chaperoned by parents and teachers, to make certain the regular school dances would be enjoyed by more students.

Delegates did not advocate that the student councils take over the discipline problems in the schools; however, they recommended that schools adopt the system now in effect at Old Trail, the hostess school. In its reminder system, names of minor offenders are brought to the attention of the entire student body. A reminder is issued for the second offense. And after the third offense, "get rough with them" was the consensus.

Advisors' sessions in the morning began with a comparison of the many similar problems facing both tax-supported and independent schools and also of the many distinct problems each has.

The role of council officer is one, they agreed, in which he or she must make the student council members feel their offices are responsibilities, not just honorary titles to be conferred on outstanding athletes or beauty queens.

In their session on community spirit, the advisors expressed their belief that cooperative government in the schools must develop from the basic democratic principles and a feeling that democracy in action can solve the problems posed.

The concluding talk by Dr. McKown entitled, "Well, Now Let's See —", in which he summarized the day's activities and conclusions was a composite of his observation of each session, and his wide experience in the field of council activities.

"Membership in a school's student council represents citizenship rather than scholarship," Dr. McKown stated, "and so I can not see why schools should set a higher set of eligibility marks for the council members." (At this point, cheers from the less academically-inclined).

He strongly advocated keeping things up-to-date in every school, regarding councils. Constitutions, he believes, should come out of the moth-balls for thorough overhauls every so often, rather than suffer half-hearted amendments continually. Social pressure can be put to work for good in all campaigns to discard outworn traditions.

Emphasizing the importance of first impressions of high school, Dr. McKown outlined how student councils can help in introducing younger children to the school before they enroll. In other words, it's his opinion that it's high time that the freshman "dink" be relegated with the dunce cap and an effort of helpfulness supplant planned embarrassment of lower classmen at a time when they need and will react to encouragement most.

"Student councils," he stated, "were not created for the purpose of dealing out discipline, and they should not let the faculty pass this undesirable responsibility along." The purpose of the council is to train students to democratic living and to help handle school activities. He envisioned a time when school boards will finance school activities as "citizenship building" projects, instead of leaving the councils to finance the worthwhile activities by other fund-raising means often tending to be over-spectacular and even farcical.

During the entire day of the conference, Old Trail's classrooms and corridors exhibited bulletin boards prepared by many of the schools represented to display activities of their councils. The boards held everything from barn dance invitations to an outline of a school's honor society organization.

From the first efforts of the planning committee until the time when these bulletin boards were dismantled, the wealth of constructive ideas on student council activities put forth by students and faculty pointed toward the value of making the conference an annual event. The student chairman officially closed the conference with the hope that it will be.

Are Students Really Interested in Music?

FROM sixty to seventy per cent of the individuals in the high school music group are significantly interested in music; likewise are about one-fourth of the boys and one-third of the girls who are not in music groups.

These are some of the conclusions reached by Mrs. Billing¹ after testing both music groups and non-music groups in five small high schools in Minnesota and two in North Dakota. Using the Kuder Preference Record, she tested 450 students for their interest in music.

Since music is frequently employed as the only extracurricular activity, it was surmised that perhaps music is used more for reasons of convenience than of interest. The question asked was: Do pupils who participate in music groups have a real interest in music?

Since many smaller schools frequently lack facilities for a varied program of extracurricular activities, it might be suspected that students are ushered into music activities from lack of other outlets. Perhaps music groups are sometimes conducted as a conventional extra chore. If it were established that the majority of students were really not interested in music, other channels of interest could possibly be suggested for extracurricular work. On the other hand, if it is established that a genuine interest in music exists, music groups would perhaps be conducted with more self-assurance and enthusiasm.

The Kuder Preference Record can be scored for interest in the areas of mechanics, computation, science, persuasiveness, art, literary work, music, social service, and clerical work. Three degrees of interest can be indicated: significant interest, intermediate, and dislike. In the following paragraphs only the percentage of significant interest and dislike will be given; the intermediate category then can be inferred. Granting that the test is reasonably valid, a surprisingly high degree of interest was generally indicated among the pupils in the groups tested.

School A was a high school in a small Minnesota town with a population of 336. Of the 89 high school students, 47 participated in music groups. In this group, 20

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per cent of the boys and 66 per cent of the girls fell in the category of significant interest in music. Of this same group, 20 per cent of the boys and 9 per cent of the girls disliked music.

In school B (town population, 333; high school population, 49), in a music group of 31, 46 per cent of the boys and 79 per cent of the girls liked music; 8 per cent of the boys did not. No girls showed a dislike for music.

For school C (town population, 1271; high school, 357), among 68 in a music group, about 60 per cent of both boys and girls liked music. Dislike included 8 per cent of the boys and no girls.

School D was located in North Dakota: town population, 209; high school, 45. The music group tested contained 35 students of whom 30 were in music. Interest in music was 33 per cent for boys; 71 per cent for girls. Dislike was shown for 7 per cent of the boys; none for girls.

School E was another North Dakota town: population, 630; high school, 137. Fifty students were tested. Of the 43 in music, the percentage of significant interest for both boys and girls was 60 per cent; dislike of both boys and girls was respectively 19 and 15 per cent.

In school F (town population, 1639; high school, 236), a music group of 52 was tested with 64 per cent interest shown by both boys and girls; dislike was practically zero.

In summary for all six schools, separating boys and girls, leaves us twelve groups, sixty per cent of the students in eight groups fall into the category of significant interest. One might ask: How
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¹ The contents of this article is a condensation and summary of the results obtained with the Kuder Preference Record by Mrs. Patricia Stratte Billing in measuring the interests of eight groups in gathering data from seven small schools in North Dakota and Minnesota for her unpublished master's thesis in the University of North Dakota Library, 1948. The title of her thesis is: Voluntary Selection as Corroborated by the Kuder Preference Record. At that time, Mrs. Billing was Psychometrist for the Testing Program of the Veteran's Administration.

ASSEMBLY PROGRAMS

for April

Spring and lighter thoughts and happy moods make us feel that at least one of the programs planned for April should be humorous, perhaps even two! There are numbers of very serious thoughts which must be put before the students for their consideration, too, and so the month should have much by way of variation.

The students of our Drama Club decided that when Drama Club appeared before the student body, they, the student body, would expect some theater. And that is what started the idea of the melodrama. The group had used several such plays for assemblies and found that they were well received. This time they decided on an original play. Two of the girls wrote the original draft, and then the volunteer cast and the writers reorganized and edited the copy and got the approval of their sponsor. The groundwork was then completed, and the group was ready to go to work.

MY SON, EDWARD—A MELLERDRAMMER

SETTING: Typical living room with davenport and big chair, a closet is located middle of curtain, doors located each side of curtain.

Evalynne: (Passionately) Oh, my dear, I love to gaze into your beautiful big blue eyes and watch them light up when they look at me.

Edward: (Long and drawn out) G-e-e-e

Evalynne: You know, I think you're the most divinely handsome hunk of humanity I've ever seen.

Edward: G-e-e-e

Evalynne: I love you so much.

Edward: G-e-e-e

Evalynne: Don't you love me more than anything in the world?

Edward: Shore!

Evalynne: Don't you love to look into my eyes too?

Edward: Yes.

Evalynne: You say the sweetest things! Do you love me enough to break your engagement with Impetuous Apetua?

Edward: I really do.

Evalynne: Then you must get up enough courage to tell her soon.

Edward: We've got a date in fifteen minutes

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*Grand Junction High School
Grand Junction, Colorado*

(consults watch) so I'll tell her when she stops by for me.

Evalynne: Are you sure you will, dear?

Edward: (Meekly) If you don't believe me you can hide in the closet.

Evalynne: (clutches his arm) All right, darling. OH, You're so wonderful.

(Edward blushes)

Papa: (Off stage) Edward!

Edward: (Pushes Evalynne toward the closet. Their eyes meet in a moment of rapturous glare. She backs into the closet) Here, Papa!

Papa: (Entering) My son!

Edward: Papa, I must talk to you

Papa: Yes, Son, sit down, son!

(Father motions to a chair, Edward sits down and the father sits on his knee.)

Edward: Papa, I've got troubles.

Papa: Don't tell me you're out of hair oil again.

Edward: No, Papa, My troubles are girls.

Papa: Girls! What do you know about girls?

Edward: W-e-e-l-l-l-l

Papa: (shocked) Edward, and you always told me you'd be a good boy!

Edward: But Papa, it's

Papa: Edward, I remember when you were six months old, I sat on your lap and you said to me (pauses) Papa, I promise that I'll always be good, kind, straight forward, honest and dependable. I'll always be the kind of son that you want me to be. Edward, you promised me this 23 years and 2 months ago, how could you forget so soon!

Edward: But Papa, you

Papa: Edward, you can't keep all those fine qualities if you're around women.

Edward: But Papa, I like women, in fact I'm engaged to two of 'em right now.

(Papa falls off Edward's lap. Edwards helps him up and continues.)

You see, Papa, I thought I loved

- Impetuous Apetua and she asked me to marry her. I couldn't refuse. After all, Papa, you didn't turn mama down, did you, Papa.
(Papa fidgets)
Well anyhow, I've found my true love. When Evalynne walked into my life she knew I was the one for her. She told me to break my engagement with Apetua, but she didn't tell me how.
- Papa: It might be a good idea to write to Molly Mayfield.
- Edward: But there isn't time. Impetuous Apetua will be here any minute.
- Papa: I'm surprised at you, Edward, letting a mere woman unnerve you! (Papa gets down from Edward's knees, stands straight, head up, fists clenched, beats chest.)
Just tell her bluntly - - be brave - - (is interrupted by knock on the door.)
- Edward: (Jumping up) It's Apetua!
- Papa: Remember, son, be firm! (Just then Mama sticks her head through curtain leading to kitchen and shouts: Sylvester, come dry these dishes.)
Yes, lovey dear. (Exits meekly)
- Edward: (Walking warily to the door) Apetua slinks in smiling broadly.
- Apetua: Edward, my darling (throws arms around him.) Have you counted the hours until we would meet again?
- Edward: No, my watch isn't running. (They sit on the davenport)
- Apetua: Do you still love me, completely and utterly?
- Edward: a-a-a--a--a--a
(all this time Evalynne is peering from the closet door watching Edward and pantomimes the words, "tell her, tell her,")
- Apetua: (snuggles closer) Oh, my dearest sweetest lotus blossom, I love to gaze into your beautiful big brown eyes and watch them light up when they look at me.
- Edward: But I - - - a-a-a--a--a--a
- Apetua: Nothing I could say would show you how much I love you.
- Edward: But a - a - a - a -
- Apetua: I understand, Edward, its hard to find words enough to express your love for me, isn't it?
- Edward: I - I - I - I - I
(Evalynne is fuming in the closet.)
- Apetua: I think you're the most divine, hand-
- some
- Edward: (rising) APETUA!
(This startles both Evalynne and Apetua)
- Apetua: (surprised:) Why, Edward! (rises)
- Edward: (more calmly) What I'm trying to say is, I don't love you anymore. Evalynne is my true love.
Evalynne stands, proudly)
- Apetua: Evalynne! Why you no good, low down. . . . you (Advances toward Edward angrily) You arch deceiver . . . do you realize this is breach of promise?
- Edward: Yes. . . but. . . .
- Apetua: I'll sue you for every penny you've got! (Storms to door and out)
(Edward walks to table, picks up piggy bank and spills out 2 pennies—shrugs shoulders as Evalynne rushes out of the closet)
- Evalynne: You were wonderful, Edward, darling.
- Edward: (a little downcast) But I don't have a date anymore—
- Evalynne: Don't let that bother you, sweetheart. I've got 2 tickets to Forever Under. Let's go. (They join hands. Leads him off stage and narrator comes on)
- 2nd Act
- SETTING: (at table: head bowed over letter on table)
- Edward: I didn't really think Impetuous Apetua would sue me.
- Papa: You can never look to a woman for mercy.
- Edward: It says here that she'll settle for a cream colored Cadillac convertible coupe.
- Papa: (enthusiastically) Our worries are over then—all we have to do is get her a cream colored Cadillac convertible coupe!!
- Edward: But you forgot papa—that takes money too.
- Papa: (Immediately saddened) Things like this make me wish I would have gone into the counterfeit business when Al Capone wanted me too.

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Edward: I wonder if the food is good at the county jail.

Papa: Food isn't good in any jail!

Edward: That's where I'll be at 2 this afternoon if I don't have the money.

Papa: This is a lesson for you, son. Are women worth all this anguish?

Edward: (dreamily) Evalynne is.

Papa: (Pacing floor) That's the whole trouble with the younger generation! They fall in love too easy and don't think of the consequences.

(Evalynne enters and rushes to Edward, throwing her arms around him she begins to sob)

Evalynne: (sobbing) Oh, Edward, I heard the terrible news, they can't send you to jail—they just can't! My life wouldn't be the same without you. I would die a lonely, miserable death. Without you my world would crash down around me. Oh, Edward. (sobs against him)

(Papa grimaces disgustingly) (Edward pats Evalynne's shoulder comfortingly)

Evalynne: Edward, you mean so much to me. I can't let you leave me—to waste away in a prison cell. You are my life—a tender rose to be carefully guarded and treasured.

Edward: Gee-ee-ee

Evalynne: Is that all you can say when our happiness together is at stake?

Edward: I - a - a

Evalynne: Are you a man or a mouse?

Edward: I'm not sure, but I don't like cats.

Papa: (Interrupting) And he likes cheese.

Evalynne: (Sobbing again) I must go and leave you to your fate. I have a dentist appointment in 5 minutes.

Edward: Don't cry Evalynne. Everything will come out in the wash.

Evalynne: That's what I'm afraid of.—You being washed down the river. (She exits, sobbing, and Papa and Edward are alone again.)

Edward: Poor Evalynne, she's taking it so hard.

Papa: Not as hard as you're going to be taking it.

Edward: (consulting watch) It's exactly 15 minutes before 2 o'clock. (Papa paces floor—Edward sits at the table again, ponders over letter.)

(Narrator says "Time marches on!")

Apetua: (Walks in flouncing official papers around, looking at alarm clock.)

Apetua: (Sternly) In exactly five minutes you

turn over the money to me or these papers will give me the right to have you thrown in jail.

Edward: Now let's be reasonable about this thing.

Apetua: I've been as reasonable as I'm going to be, considering the way you tricked me into falling in love with you and then broke off our betrothal to marry that despicable Evalynne.

Edward: (Expanding his chest bravely) You can say anything you want about me, but not about Evalynne, understand.

Apetua: (Looks at clock she had set on the table. She folds arms smugly and sits on edge of davenport.) Just what do you expect to hand me at two o'clock, soap chips?

Papa: That's an idea!

Apetua: It's almost two—looks like nothing can save you now. (She laughs wickedly. Edward stands uneasily—head bowed, hands behind his back.)

Edward: Hold my hand, Papa.

Papa: Yes, son, be brave. (Walks over to him and holds his hand.)

Apetua: (Thumbs through the papers and hums—She glances at clock again—(Edward puts face in hands)

Apetua: (Reading off one of the papers) By the terms of this warrant I—Impetuous Apetua hereby—(Suddenly Evalynne rushes in, breathlessly waving a roll of bills in her hand)

Evalynne: Just a minute there you hussy, I have the money—(she thrusts the bills toward the surprised Apetua.)

Edward: (grasping hands together and gazing lovingly at Evalynne.) My heroine.

Evalynne: (Stamps and dramatically points to doorway) Be gone—never darken this doorway again—worker of evil, you villainous wretch.

Apetua: And what are you, but a no good man stealer who goes about wrecking happy love affairs.

Evalynne: It is I whom Edward loves, not you—low bred scoundrel—you even stooped so low as to read the same

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love story I read.

Apetua: You are nothing but a——

Evalynne: (Stamps foot and points to door) You have your money. Now go. Leave us to our happiness. (She looks tenderly at Edward) (Apetua picks up papers, clock, money, and exits, muttering to herself.)

Edward: You saved me from a fate worse than death.

Fvalynne: I did it from the depths of my heart, my love for you will never die. (They embrace)

Papa: I sure have to hand it to you, Evalynne, but where did you get the money?

Evalynne: (Surprised) Why, you don't think I'm a hash slinger at the cafe for nothin', do ya?

Edward: (Beaming down at her) OH, Evie.

Evalynne: (Beaming) OH, Eddie. (They stroll off, hand in hand. Papa follows.

A second suggestion for a humorous type of program is that the senior boys challenge the faculty men to a game of volley ball. The men usually give the boys a good game, much excitement is forthcoming, and many comic situations arise accidentally as well as those which may be planned by way of costume, make-up, and behavior. The officials should enter into the spirit of the occasion by appearing as ridiculous as do the players. This program can be of any length. Usually the enthusiasm displayed is such that the assembly period must be lengthened. This is a "sure-fire" idea. Try it out in your school!

At this time of year student-body elections for student body officers, also those for classes and clubs, become a major issue. As student-body government develops and becomes more and more important in the school, so must the student's sense of responsibility. Each year for each election, he must be reminded that his job is as important as is any job in student government. This not only makes the school a better school, but develops good citizenship habits in the individual student.

It would be well for the student council to develop a discussion group on what qualities are necessary in an individual to make a good officer. The points concerning his duties and responsibilities should be emphasized also. An election of officers who will lead the school activities and who will represent the school should not be a popularity contest. This discussion should serve to bring about further discussions in homeroom period and among smaller groups,

in clubs, or in conversational groups. A wholesome, free discussion of the qualities of the candidates will cause those students who aspire to hold offices to realize what their job will be and will make the individual student more critical in his choice.

The following outline might well suggest the topics which the officers of student council select for their presentation before the caucus and before election activities get under way. Properly introduced, the good qualities of student government will group with each election and with each new group of representative students

Student Body President—Leader

Panel composed of homeroom representatives

Topics:

President:

- Qualities of leadership
- Sense of responsibility
- Cooperation with others
- Energy and loyalty

Vice-President:

- Cooperative ability
- Ability to "take over"
- Sense of responsibility

Secretary:

- Sense of Responsibility
- Accuracy in activity participation
- Dependability

Qualities are the same for any officer of any organization.

If the students are truly interested in selecting their officers for their abilities and desire to serve, there will be little danger from personalities' being brought out and of any type of "mud slinging", which is one of the things which can tear down all the good a student election can do for a school.

These three ideas form a basis for your plans for a lively and varied assembly schedule for the month of April. With all of the activity which is required for an election, this is enough regularly planned assembly work. The assembly schedule is important and should be planned, and yet it must not be overdone.



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News Notes and Comments

The February number of *Education* was devoted entirely to matters involving the religious interests and activities of school. One of the articles is "The Case for Released Time," by Walter M. Howlett.

LIFE ADJUSTMENT CHECKLIST

As a part of the Texas Study of Education sponsored by the Texas Association of Secondary School Principals, "Checklist of Life Adjustment" has been published. Copies are for sale by the Secretary, 217 Sutton Hall, University of Texas, Austin.

BOYS CLUB—APRIL 2-7

The Boys Clubs of America will again be sponsoring their national "Week." More than 300,000 youngsters find good fun and wise leadership at some 325 Boys Clubs across the country. Write Howard Tooley, 381 Fourth Avenue, New York City, for information.

The need for leaders exists wherever men aspire to be civilized. No democratic order can long survive without men and women of high purpose and integrity devoting themselves to the common welfare. Without leaders no school can maintain a noble spirit and high ideals of character and personal attainment. Without leaders industry stagnates and agriculture languishes. Without leaders the practice of law loses its character as public service and lawyers become the hirelings of special privilege. Without leaders education degenerates into petty drill and lesson-hearing. Even the church without inspired and able leaders becomes commonplace. Leadership or chaos—these are the alternatives. And leadership must awaken anew with each generation if the human race is to go forward. Humanity will always make a place for real leadership.—NEA Handbook for Local, State and National Associations.

FIVE JUNIOR ACHIEVEMENT COMPANIES

The Junior Achievement program, launched in West Allis (Wisconsin) several months ago has met with considerable success and now boasts of five companies in active operation. Almost 50 young people make up the personnel in the organizations manufacturing such items as bowling pin lamps, needlework products, silk screen printing, specialty products and jewel boxes.

Two of the companies are sponsored by the Allis-Chalmers Manufacturing Co., two by the

Kearney-Trecker Corp. The fifth is under the wing of the Wisconsin Solvents and Chemical Co.

Members of the publications staffs of Baltimore City College have re-activated Chancellor Chapter of Quill and Scroll. They declare that they will swing away from a past policy of accepting an honorary position in the extracurricular program of the school, but will work "actively" to further the interest of journalism.

ALA ANNIVERSARY CONTEST

The American Library Association has announced two contests with prizes totaling \$1,000 for the (1) best statements which illustrate the power of books to influence the lives of men and women and the (2) best statement from librarians on what the problems are that worry the citizen enough to make him come to the library for help. Details of the contest may be obtained from the American Library Association, 50 E. Huron, Chicago, Illinois.

YWCA WEEK STARTS APRIL 22

The fourth National YWCA Week will be observed in more than 400 cities where three million girls and young women find good fellowship, health, spiritual guidance, and educational opportunity at the "Y". The YWCA also has a United Defense Fund program. Write or call Mrs. Mollie Sullivan, National Board YWCA, 600 Lexington Avenue, New York City, for information.

NATIONAL MUSIC WEEK

Dates of National Music Week this year are May 6-13, as it begins always the first Sunday in May. Keynote is, "Enrich Your Living Through Music."

"Don't Go Afield to Make Money," by John Schrodtt, and "It is Not the Students' Paper," by Clark Grafft, treat two of the major problems in the field of students journalism—both in the March number of *Scholastic Editor*.

UNITED NATIONS CONTEST PLANNED

The Twenty-fifth Annual United Nations National Student Contest, sponsored by the American Association for the United Nations, has been announced for high school students. Top prize is a \$500 trip to Europe and second prize is \$100. Several college scholarships are offered to the Boy Scouts of America. Two patrols in uniform winners. Selections will be made on the basis of

written examinations held in the local high school on March 29 on the functioning of the United Nations. Study kits of material for schools registered are available from American Association for the United Nations, Inc., 45 E. 65th St., New York 21, N. Y.

The Eastern South Dakota professional chapter of Sigma Delta Chi, national professional journalistic fraternity, will sponsor an Americanism essay contest for high school journalists. A traveling trophy will be provided for the contest; it will be suitably inscribed with the name of the writer of the winning entry and the name of his school, and will remain in the possession of the school for one year.

A committee has been appointed to draw up the rules and iron out the details of the contest. This committee also will select the subject for this year's competition.

Two bird feeding stations were presented to the Montclair Library for its gardens on Tuesday, January 30th, by Montclair's Troop 12 of the

took part in the formal presentation at the Library. This event followed the two recognitions of Audubon Week, January 21 to 27.

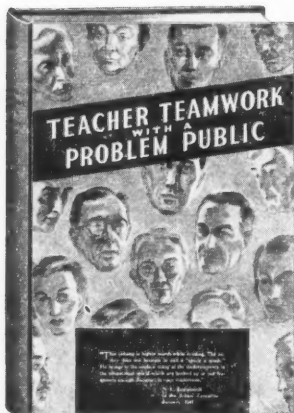
The leaders of Allied Youth are taking the lead in the development of a fund for the making of an Allied Youth movie showing how Allied Youth comes into a high school and often times becomes the most popular organization in the school. It is expected that this movie will be completed during the first half of 1951 and will be available for high schools all over America, also for clubs, churches, organizations, etc.

Information may be secured by writing Allied Youth, Inc., 1709 M. Street, N.W., Washington 6, D.C.

Progress is being made in Interscholastic League efforts to find, with the co-operation of athletic departments of colleges and universities in this area, a solution to the problem of uncontrolled recruiting of athletes prior to their graduation from high school. — *Texas Interscholastic Leaguer*

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WAR EFFECTS ON STAGE

The Players at Stanford University found new ways of solving the old problem of war on the stage in their recent production of Shakespeare's "Julius Caesar".

"Swords" were Army Surplus bolo knives, used extensively in the last war in jungle fighting. The knives have a straight, sharp blade two feet long and measure about thirty inches with the handle. Heavy wire was threaded through the hole in the handle and bent cage-shape around it to form a hand guard. The knives were then made ready for stage use by running the edges over a grindstone to blunt them and binding the blunted edges with scotch tape for further safety.

Long daggers were made from the shorter rubber ones readily obtainable, by paring down the handle to form a continuous blade. Metal handles were then clamped on the end with a vise. One side of the daggers was painted silver to look like steel while the other side was painted red for the effect of blood. When the dagger was plunged toward the victim, the silver side was held toward the audience. When the dagger was withdrawn, the red side was toward the audience.

Cudgels manageable on stage were made by wrapping chicken wire on the end of a long piece of wood. The chicken wire was then covered with muslin which had been dipped in a solution of glue, water, and brown paint so as to give a smooth over-all wooden look as the chicken wire club end tapered to the wood stick.

The problem of having blood appear on the characters at just the right time was solved by filling horse capsules with red stage paint. These capsules are about the size of a finger. When the effect of blood is desired the actor breaks apart the capsule which he holds in his hand, releasing the red paint. He then quickly sticks his finger into the capsule so that loose capsules will not be rolling around the stage. The capsule is thus kept out of sight until the actor can take it off behind the stage.

The "blood" in the capsule was a mixture of two-thirds rubber cement and one-third cleaning solvent (the kind used in service stations). To this was added just enough red stage paint to give the desired shade of color. "Blood" made according to this formula dries quickly when released from a capsule or sponge, reducing the clean-up job to a minimum. As an added pre-

caution, actors smeared water-soluble "Protek" on their hands before going on stage so that the paint could be more easily removed.—DIANE JESSEN, Stanford University, California.

ALICE ROBERTSON'S STUDENT BODY GOES DRAMATIC

In 1948-1949 Alice Robertson Junior High successfully experimented and established a new form of student organization designed to provide democratic representation and participation.

The mechanics of the organization consist of a twenty-four member representative assembly and a general council. The representative assembly is composed of one member elected by each of the eight home rooms in the seventh, eighth, and ninth grades. The general council is composed of the president and secretary from the ninth grade, a vice president from the eighth, and the treasurer nominated from the seventh.

Each home room nominates one candidate, who must meet rigid requirements in scholarship and citizenship. After campaign speeches are made in assembly, the entire student body elects the officers of the general council in a general election which gives practice in registration, voting, and counting the returns.

In addition to these four, each grade division of the representative assembly elects one of its members to serve on the general council, which makes the total membership seven.

The suggestions and problems from the home rooms are presented in the grade division of the representative assembly. If the business concerns the entire student body, the general council member is instructed to present it to the general council. In this manner seventh grade problems come to the attention of the general council as freely as do those of the ninth grades. The plans and projects are carried back to the home rooms through the representative assembly, which meets at regular intervals with the general council, or may be taken to the grade divisions of the representative assembly by its council member and then to the home rooms.

The plan has brought the pupils closer to the activities in the school and supplies the needs of more pupils. It has promoted a feeling of democracy, created better school spirit, instilled in the ninth grade a consideration for and an interest in the seventh grade, and aroused mu-

tual understanding and appreciation among all three groups. It has increased the recognition of, acceptance of, and respect for teachers and administrators.

The student organization in Alice Robertson has successfully promoted money raising activities. It has financed the purchase of an electric scoreboard for the gymnasium; proposed to the faculty a plan to relieve the congestion in halls and on stairways, and assisted in putting it into operation after its adoption by the student body; worked on a project for caring for the lawn; and engaged in buying the furniture for the conference room. Democracy is a wonderful thing—the spirit which develops the leader and at the same time makes him the follower of those whom he leads.—MINNIE WHITSETT, Sponsor, General Council, Alice Robertson Junior High School, Muskogee, Oklahoma.

FRENCH CLUB

There has been added to our list of clubs in Central High School, "L'Alliance Francais," which is a French club under the supervision of the French instructor. Believing that the students would learn more about French civilization if they had an opportunity to engage in extra-curricular study of French, he then organized the present French Club.

Officers were elected in class, and a program planned for their first meeting. They met first at the sponsor's home, where they were highly entertained and served French food.

The programs have been well planned, due to the alertness, cleverness, and interest of the program committee. The main reason for the club's success is the fact that the student members have accepted the responsibilities of the club.

Club members have a meeting on the first and last Monday of each month. They hold one of these at school, a business meeting; the other is held in a home, and a social meeting. In this meeting the conversations are in French, and only French foods are served.

The members are now working on means to raise enough money to take a trip to New Orleans; to visit the Vieux Carre, the Cabildo, and other points typical of French civilization. They also plan to visit the Evangeline country, where the population is French.—FLOY STONE, Student, Central High School, Helena, Arkansas.

CONTEST SELLS CORRECT ENGLISH

The school was quieter than usual and students thought before they spoke. It was Ben-

son High School's first Correct English Day. Students were eager to keep the badges they had received in homerooms. All wore their insignia proudly and prominently for friends to see. Upon entering classes, students dashed about finding who had lost their badges and how they had lost them.

Before the contest day arrived, students planned many devices for keeping their insignia. "It will be hard, but I'm going to keep my mouth in a horizontal position—closed" decided one girl. Others planned to use pantomime, dodge all teachers or arm themselves with grammar books.

Students made a real game of learning as homerooms competed for the best record on Correct English Day. During homeroom period November 10, each student received a cardboard badge on which was drawn a rider on a bucking bronco. The bronco was labeled "Correct English Day", and the advice "Don't Let It Throw You" was printed above the drawing.

The idea of Correct English Day was to make students more conscious of faulty speaking and writing habits in all their classes and activities. Teachers were prepared for the day by a letter asking them to be on the lookout for errors. Throughout the day, anyone who erred in either

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oral or written work during any of his classes had to turn in his badge. The names of those students who made more than one error were noted and sent in with the collected badges. The only way a student could keep his insignia all day was to write and speak perfect English.

Some teachers planned assignments which would particularly test the students on correct grammatical usage. Most teachers agreed to wear badges, and, if caught making a mistake, gave them up to "Junior Colbys." One teacher, catching the spirit, fearlessly exclaimed "I'll gladly wear a badge because I never make a grammatical error." A teacher in dancing class, too eager to keep her insignia, mentioned something about "one person's feet." However, only three teachers lost their badges.

One English instructor created interest and gave incentive to her students by adding "Any pupil who catches me making an error will get a '1' for his day's work." Her homeroom lost only one badge and tied with two others for first place.

After school, all badges collected were turned into the News staff which sponsored the contest and tabulated to determine the winning homerooms. The homerooms with the highest percentage of "badged" people at the end of the day were awarded certificates of merit.

Out of 1,200 badges distributed, 150 were collected. The senior homeroom lost 11% of its badges—more than any other room. Publicity for the day was handled by the student newspaper and the art classes. The paper ran a story before Correct English Day explaining how it was to be conducted. The illustration for the badge and the certificates for the winning homerooms were made by members of the art classes. Other art students drew posters which were placed around the school two weeks before the contest to arouse and keep alive interest in the coming event.

After Correct English Day, letters were sent to the teachers informing them of the results of the contest and asking for their opinion on holding the contest again the next year. The teachers responded affirmatively, some with suggestions for improving the contest. A note from one of the winning homerooms stated that the students planned to frame their certificates, evidence that the students considered the contest important. Both students and teachers urged that the contest be made an annual affair.

—JOAN BENSEN, Benson High School, Omaha, Nebraska.

SUCCESSFUL STUDENT PARTICIPATION IN GOVERNMENT IN A RURAL SCHOOL

Students from the Barclay upper grade room have proved beyond a doubt that a successful school club may be organized and maintained in a rural school.

Last fall they met one Friday afternoon for the purpose of organization. The teacher acted as chairman for the election of officers. Immediately following this election, the officers assumed their respective places, and the regular meeting of the club ensued. The president called the meeting to order in the customary fashion. Then followed the usual procedure. An extremely shy girl was elected secretary, and this responsibility developed in her a commendable public-speaking attitude. Chairmen of various committees were named by the president. The recreational period following the business session was supervised by the teacher—merely as an example for coming sessions.

When the B.U.G.S. (Barclay Upper Grade Students) adjourned the following Friday afternoon, they were ready for action. All during the week the various students within the committees had been on the alert. They had come to a definite conclusion that the school was an "our" school; and each secretly harbored a "we" feeling. This Friday afternoon, a constructive administrative unit was organized. A Health Officer was elected; a Playground Supervisor was elected and given the authority to choose a Playground Patrol for each week; and several other officers were elected to assume duties of supervision.

Many times during the Friday afternoon after-recess meeting, some student who had overstepped his rights during the preceding week would be brought to trial. The "sentence" was never out-of-reason; but the results by way of better behavior for the coming week were quite noticeable.

One particular incident is brought to mind. A number of boys and girls rode their bicycles to school. One morning one of the boys rode his bicycle sharply around the corner of the building and almost bumped into a girl coming from the opposite direction. The teacher saw it all,

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but decided to let the matter drop for a few days—almost certain it would be cleared up by Friday. Sure enough, the whole episode was the subject of a discussion during the club meeting. Committees were elected to formulate a set of rules in regard to bicycles. The students went so far as to plan the construction of a bicycle-rack, to be installed at a safe distance from the building. It would do any adult citizen a world of good to sit in on one of these meetings.

The proof of the success of this organization lies in the unanimous vote of members to continue another year. It is assured there will be such a club in our Barclay school for years to come; we are building citizens for tomorrow.

—MARY E. HUBELE, Principal, Barclay School, Osage City, Kansas.

LOOKING AHEAD INTO HIGH SCHOOL

Eighth grade students need help in planning their extracurricular activities in high school as well as in choosing their studies. "Looking Ahead into High School" is a special orientation project in Southeast High School. It consists of a period of discussion in the home rooms culminating a special assembly for the students and their parents who have been invited for the program and for a Valentine Tea.

In the beginning, the home room teachers arouse interest by discussing with the eighth grade students the high school activities which they are interested in and helping them plan the assembly hour.

Plans are expanded to include invitations to parents to attend the assembly and to have tea as guests of the eighth grade foods classes also.

No activity which the high school sponsors is overlooked by some one of the three hundred eighth grade students in their eighth home rooms. Accordingly, speakers who are school leaders and in almost every case are members of the school honor society are invited to form the panel to speak to the assembly.

The Round Table (student council) president presides in the assembly. Requirements of the scholastic honor society are explained. Enthusiastic members make convincing talks about the appeal of music, drama, art and music clubs. Journalists on the newspaper and annual staffs are popular speakers. Representatives of athletic honors, both boys and girls, are listened to eagerly. Service groups explain their duties. These include the stage crew, cafeteria monitors, hall guards, office helpers, and nurse's assistants.

Because there is such variety in extracurricular activities, participation is not limited to gifted students alone. All the young students

in the audience are urged to join in making real the slogan of the principal: "Make Southeast High School a better school because *you* are here."

"Looking Ahead" is a successful project. The students are enthusiastic about the extracurricular activities of the high school. Seniors are proud to be chosen speakers and welcome the opportunity to win recruits for their groups. Parents learn more than they had ever known before about the purposes and the opportunities or service to the school. Activities are an integral part of school experience.—MAUDE F. MUELLER, Counselor, Southeast High School, Kansas City, Mo.

THE CORE PROGRAM AND ASSEMBLIES

In a core program it is not difficult to plan and execute an assembly program. There are several reasons why this is true. In the first place, the philosophy on which our social living program is based is that of promoting growth in reading, spelling, English, and social studies at the level of the individual child. Secondly, our curriculum is flexible enough to include such areas as special days, special events and current events.

For example, during Fire Prevention Week, our class work pertains to that particular topic. During this time, all of our reading would be done on the subject at hand. Our English activities center around the topic; and our spelling words are taken from the material which we use in studying the problem. Then, too, the pupils realize that within the school day, during the core class periods, that they will have adequate time to prepare, practice, and perfect any program which they may wish to present as an assembly program.

Much of our class work is accomplished through processes which function well in assembly work. Our classroom is a democratically operated one in which the pupils are permitted to choose their own methods of presentation of any material to the class. They may organize a panel discussion group, plan a dramatization, work in committees, or use any method which they feel will not only interest the class but will



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also inform the group as well. Our class evaluation is threefold: self-evaluation, group-evaluation, and teacher-evaluation. After a committee report has been given or a panel discussion has been completed, we ask that they criticize the work either by the evaluation by the chairman or by individuals. Then, the class members offer their criticisms of the presentation. Finally, the teacher tries to summarize the evaluation in terms of the best accepted practices.

When a dramatization, panel discussion, or committee report has been well executed in core class, the boys and girls are eager to share it with other students in the school. They may add some music or a poem related to the subject to enrich the program. They invite other classes or the whole school to the assembly.

It is as simple as that in a core program. We are happy to know that our pupils do not think of an assembly as some nerve-wracking experience which must be done on an almost professional basis.—MARGARET M. McFEATHERS, Eighth grade teacher, Penn Jr. High School, Penn Township, Pittsburgh, Pa.

PREPARING TO SPONSOR ENGLISH ACTIVITIES

(Continued from page 216)

hours of credit were granted. Three institutions offered courses from which a student might earn at least twenty-four credits. In some instances, however, the courses in journalism apparently were not planned primarily for sponsors of school newspapers, magazines, and yearbooks. Siedle found that only a few English majors took courses in journalism as a part of their preparation for high-school teaching.⁴

In all but two college catalogs the types of student publications were named and described. All but two institutions listed college newspapers and yearbooks. Thirteen colleges or universities had at least one magazine to which students might contribute. These magazines were described as technical, literary, humorous, and pictorial.

These data indicate that in these colleges and universities, there was more opportunity to participate in newspaper and yearbook activities than to receive formal training in journalism. An introductory course was listed by each of twelve of the twenty-two institutions. All

seemed to offer an opportunity to participate on the staffs of student publications.

Prospective teachers majoring in English are the persons most likely to sponsor dramatics, publications, or forensics. Yet courses in dramatics were not available in seven of the twenty-two institutions studied. Nine catalogs did not list a course in journalism. One had no course listed in public speaking. It is the opinion of this writer that prospective teachers majoring in English should elect at least one basic course in play production or in school journalism.

For the most part the college supervision of students' participation in college activities was meager. In Pennsylvania the state teachers colleges required each student to participate in at least one activity for one semester in each of the four years of training. A number of colleges "encouraged" prospective teachers to participate in college activities.

III. IMPLICATIONS OF THIS STUDY

Preparation for activity sponsorship should be regarded as an integral part of the program of teacher education. While still in college, prospective teachers of

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English or social studies should be able to elect courses in public speaking, school journalism, and dramatics. During practice teaching each prospective teacher should observe master teachers who sponsor activities, practice methods and principles previously learned concerning supervising activities, and become familiar with pupil activities offered in high schools. Participation in college activities should be planned cooperatively by each student and his faculty adviser.

College catalogs listed numerous opportunities for prospective teachers to gain experience in campus activities related to the subject field of English. But not all teachers who later sponsored English activities seemed to take advantage of these opportunities. Therefore, it seems reasonable that all persons who wish to become certified in English should (a) gain experience as editors, (b) take part in public-speaking activities, and (c) participate in the work of producing plays (acting, make-up, directing, stagecraft, costuming, or business management). Persons planning to teach social studies, languages, and related academic fields should participate in at least one English activity.

Because more than 96 per cent of the beginning teachers surveyed had responsibilities for sponsoring pupil activities, teacher-training institutions should provide appropriate preparation for these duties. Some colleges might add course offerings; others might supervise more closely the activity participation of prospective teachers. In general, however, it would seem desirable for teacher-training institutions to reexamine their policies with a view to providing a more effective education for teachers who will probably sponsor English activities.

⁴ Theodore A. Siedle, "Curriculum Patterns in the Preparation of High School Teachers". Unpublished Doctor's dissertation, The University of Pittsburgh, Pittsburgh, Pennsylvania, 1938, p.87.

LIFE ADJUSTMENT THROUGH MICROPHONE CLUB ACTIVITIES

(Continued from page 220)

opening paragraph. The more extended the range of interests, the greater will be the extent and resources of enlightened leisure and personal happiness for youth. One factor of an individual's life may be so powerful and invigorating that it will

imprint its stamp on that person's future life. The activities of the Microphone Club truly provide many educational opportunities; yet, its more significant values lie in its broadening of the horizons, attitudes, and understandings, and in its adjustment of youth to present-day and future life.

ARE STUDENTS REALLY INTERESTED IN MUSIC?

(Continued from page 226)

much is sixty per cent interest? For comparison, the Kuder Preference Record was administered to the university Madrigal Club.

In this highly selected group, eighty per cent of each men and women fell into the category of significant interest. Statistically, in view of the number tested, there is no important difference between sixty and eighty per cent significant interest. Technically, the level of confidence in the difference is just barely five per cent, or due to chance. From a practical point of view, it would seem very fortunate that at the high school level eight out of twelve groups should participate in an activity with such enthusiasm that they are not significantly different from a highly selected group in which the manifested as well as the inventoried interest is high.

In another high school in Minnesota, a study hall group was measured. Of the 121 students in this group, 42 belonged to a music group; the other 79 had other or no extracurricular activities. For the 42 participating in music, the percentages of significant interest and dislike were respectively 50 and 5 per cent. For the other 79 students, 31 per cent of the boys and 37 per cent of the girls fell into the category of significant interest. Only 12 per cent of each, boys and girls, were disinterested.

Incidental to the entire study, there were 96 non-music students inventoried. As indicated in the opening paragraph, 26 per cent of the boys, and 34 per cent of the girls showed a significant interest in music.

In general, the results indicated that we would not expect fewer than twenty-five per cent of any group in high school to be interested in music and at the most

about sixty to seventy per cent. It was also noticed that no strong dislike for music was ever indicated. One might interpret this to mean that one could expect with reasonable assurance that any music group would succeed if it can be assumed that interest of the individuals is an important factor to success of the group's activity.

As a matter of fact, the Kuder Preference Record was scored in all of the other eight categories. Except for non-music males, where music was third highest in interest, music was always indicated as the area of greatest interest. There was this difference however, that while music was third highest for boys and highest for girls even among the non-music students, it was not statistically higher or lower than five other areas of interest which were for boys: artistic, clerical, musical, mechanical, and scientific; for girls: musical, clerical, persuasive, artistic, scientific. For the music students, music was not only the highest area of interest for sixty per cent of the students, but it was also statistically higher than any other area of activity measured.

Mrs. Billing writes: "In general, the results of this study turned out somewhat differently than was expected. Of the students participating in musical activities, the greater percentage of both males and females showed a definite interest in music. . . . Dislike of music was not apparent in either music or non-music groups."

As might be expected some variation among the schools was evident. This was thought to be due to the varying importance placed upon music in the different schools and communities, the effectiveness of the music teacher, and the size of the school. On the other hand, it is difficult to imagine another general activity that would prove as interesting to students as a whole than music. It is gratifying to note that what might have been initiated into the school because it is convenient to teach and flexible enough to be adjusted to the size and budget of any school also should prove of perhaps maximum interest not only to those participating in music, but to the general student body as a whole.

INCREASING INTEREST IN ACTIVITIES

(Continued from page 213)

as a whole.

Those charged with the responsibility for the guidance of youth have, in the school activity program, a potent force at their command. They can, by giving serious consideration to such problems as those suggested above, strengthen and redirect this force to the mutual benefit of the pupil and of society itself.

IMPROVING HUMAN RELATIONS

(Continued from page 218)

with a different kind of situation, (2) helping teachers to develop an understanding of the problems of youth, (3) "finding" the boys and girls and helping them to participate in taking a part in discussion or an activity, (4) scheduling a program, and (5) evaluating that program.

If a school begins to think and act in terms of good human relationships, it will be a school that will have rich experiences in a vital democratic way of life.

Have you been guilty?

The criticism that has been levelled recently at football and basketball officials has become a genuine menace to high school and collegiate athletics. If you have been one of the "carping critics" or have stood idly by and listened to irate individuals berate the officiating of a game, you are contributing, almost certainly, to the undermining of something of very great importance in our American way of life, and in our educational system.

Some fans are forgetting that football



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and basketball are athletic contests devised to provide training for boys and girls in physical and motor skills which cannot be taught in the regular school room. High school and college athletics were never intended to go beyond their educational purposes and become spectator events, except as they might do so incidentally to the accomplishment of their purpose. When professionalism enters the picture, so that the school-boy sports are actually competing with bull fights, professional boxing and professional baseball, the educational values inevitably are lost from view.

And when educational values are lost sight of, fans cease to remember that victories are not the only important thing. The student body no longer is provided with a laboratory for democratic living in which it learns to accept victory without boasting, loss without alibi or bitterness. The great American qualities of friendliness and courtesy for visiting rivals, and sportsman-like acceptance of officials' rulings are lost in the mad scramble for victory.

One of the results has been that some of the best game officials in the state are getting out of the "profession," because the small fee for officiating a game is not worth the insults or physical danger to which officials are increasingly subjected. This sets up the last portion of a vicious circle which results in lowering standards of officiating and of sportsmanship, and in heightening the pressures which tend to destroy the educational values of the sports, and to create unhealthy moral situations around the students involved.

—*Editorial in (Tex.) Interscholastic Leaguer.*

Comedy Cues

A Leg to Stand On

Director: "Have you ever had any stage experience?"

Young Actor: "Well, I had my leg in a cast once."

—The Educational Advance.

Admission

One professor was profoundly irritated by the seeming lack of intelligence on the part of his class. Pausing in his discussion, he declared,

"If there are any morons in this class, please stand up."

After a few moments had passed, a lone freshman slowly rose.

"And do you consider yourself a moron?" he queried.

"Not exactly that, sir," replied the freshman "but I do hate to see you standing all by yourself."—Central Michigan Life.

A small boy's head bobbed up over the garden wall and he said in a meek little voice:

Please, Mrs. Jones, may I have my arrow?

Certainly, she replied sweetly, "where is it?"

I think it's stuck in your cat.

—The Hornblower

The train halted a moment at the station and the traveler reached out, called a small boy, and said, "Son, here's fifty cents. Get me a twenty-five cent sandwich and get one for yourself. Hurry up!"

Just as the train pulled out, the boy ran up to the window. "Here's your quarter, mister," he shouted, "They only had one sandwich!"—

Mississippi Educational Advance

Candid Comment


Photographer (to young man): "It will make a much better picture if you put your hand on your father's shoulder."

Father: "It would be much more natural if he had his hand in my pocket."

The Wyandotte Pantograph

Preposition At The End

Replying snappily to an accusation that he was writing poor English because he had ended a sentence with a preposition, a newspaper columnist wrote thus to his critic: "What do you take me for? A chap who doesn't know how to make full use of all the easy variety the English language is capable of? Don't you know that ending a sentence with a preposition is an idiom many famous writers are very fond of? They realize it's a colloquialism a skillful writer can do a great deal with. Certainly it's a linguistic device you ought to read about."—High Points.



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